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? TO THE TEACHER



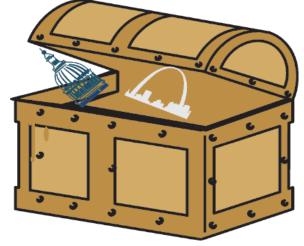
EXPERIENCE YOURAMERICA

The National Park Service's mission is to "conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." 16 U.S.C. (1)

Tational Parks are exciting places to explore our country's great beauty and to learn the rich lessons of our past. When we talk about America's growth during the nineteenth century, many names and faces come to mind. Of course, one of the most significant events that took place during the nineteenth century was the Civil War. The issues surrounding the war ran deep and had brewed for many years. It was however, a slave couple, Dred and Harriet Scott, that brought the issue of slavery to the Supreme Court.

We at Jefferson National Expansion Memorial are dedicated to sharing these exciting pages of America's colorful past with everyone. This traveling trunk provides a mini-museum for those who are unable to visit the Museum of Westward Expansion and the Old Courthouse. It has hands-on objects, mounted photographs, video and audiotapes, clothing, and books. You will also find a laminated contents sheet in your information folder. It will help you identify the artifacts in the trunk. To prepare your students, use the Pre-Trunk Activity you received with your invoice. We also suggest you use the two Post-Trunk Activities after you finish the trunk. Classroom activities in this handbook are labeled in red. You can choose those that meet your students' needs.

The National Park Service is dedicated to protecting our national parks and our resources. Please help us by protecting the resources in this traveling trunk.





The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this trunk and guide.

- ♦ Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- ◆ Compare and contrast features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- ♦ Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- ◆ Demonstrate an understanding of chronological development and interrelationships of events. (ILS 16.A, 16.B; MAP 1.6; NCSS IIb; NSH 1)
- ◆ Describe and compare major beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- Explore career opportunities. (ILS 18.B; MAP 4.8; NCSS Vg)
- ◆ Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV; NSH 5A)
- Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)
- ◆ Read and interpret written works and quotations about the past. (ILS 2.B & 16.A; MAP 1.5; NCSS IId; NSH 2, 3)

ILS: Illinois Learning Standards MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History





A LETTER FROM MICHAEL CERRE





Did You Know?

The Cerres were one of the founding families of St. Louis. Downtown St. Louis even has a street named for them.

The Old Courthouse in downtown St. Louis is both architecturally and historically significant. Built between 1839 and 1862, the Old Courthouse had many uses over the years. It housed offices for the city, county, and state governments. It functioned as a forum for public meetings and events. It served as a gathering place for pioneers yearning to head west. However, more than any of these other uses, it is remembered as a house of justice.

All kinds of cases were heard at the Old Courthouse. If the courtrooms could talk, they could tell stories about fur traders, immigrants, American Indians, and powerful steamboat owners. However, the most famous case ever heard at the Old Courthouse was that of a slave couple who sued for their freedom, Dred and Harriet Scott. The 1847 and 1850 trials held in the Old Courthouse were just the beginning of a complicated series of events which would end with the United States Supreme Court's controversial 1857 decision.

In this trunk we follow the story of Dred and Harriet Scott and their family through the eyes of Michael Cerre. Mr. Cerre was the St. Louis Circuit Court Clerk from May 1849 until January 1854. As court clerk, he processed the legal documents associated with the Scott's 1850 trial. The court proceedings, as recorded by Mr. Cerre, have been recently conserved and belong to the St. Louis Circuit Court.

Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have students take turns reading the following story to the class. When a group thinks they have one of the items mentioned, have a representative stand up, show the item and pass it around. Please return all items to the trunk once everyone has had a chance to see and touch them.

May 14, 1849, was the day I was elected to serve as clerk for the City of St. Louis Circuit Courts. I was proud that my fellow citizens found me qualified enough to hold a position of such high honor. Since this was such an important time in my life, I wanted to share my memories with you in this trunk.

My job as clerk was a very busy one. I prepared the schedule of cases to be heard in court. I was responsible for handling all the paperwork associated with each case and contacting and relaying all necessary information to the case participants. During court, I administered oaths to witnesses, gathered information for the judges, and wrote down pertinent information during the trial. After each case I recorded the trial results and court orders, and collected court fees or fines. Here is the <u>pen</u> I used for so many years. It just seemed to fit my hand and let me write with ease.

1849 was a memorable year, not just for me, but for all St. Louisans. At that time St. Louis was a growing city. The population was right around 80,000, almost five times what it had been just ten years earlier. Its people were diverse, what with the early French and Spanish heritage plus a large percentage of slaves, free blacks and Native Americans. The 1840s also brought waves of European immigrants, mainly from Germany and Ireland. St. Louis was the trade center for pioneers heading west. The city had become a leading manufacturer of stoves, shoes, and beer. Many in the city worked for the thriving steamboat industry. Besides passengers, steamboats transported furs, coffee, cotton, etc. Needless to say, St. Louis was an exciting place to live. This early picture of the riverfront speaks for itself.

The city's good fortune was not untouched by tragedy. Throughout 1849, a deadly cholera epidemic swept through the city killing over 4000 people. If that wasn't enough to endure, on May 17th, just three days after the election, the city was ravaged by a deadly fire. It started aboard the steamboat White Cloud moored along the levee. The wind and current took the burning boat slowly down stream, igniting more steamers along the way. The burning boat finally rested at the foot of Locust Street where its flames and heat spread to nearby buildings. Before it was all said and done the fire destroyed 23 steamers and a good deal of the business district as seen in this Thomas Easterly photograph taken shortly after the fire.









(Use this photo from the trunk.)



(Use this image from the trunk.)

Classroom Activity #1

The lifestyle of the nineteenth century is hard for those of us in the twenty-first century to comprehend. To set the tone for this lesson, find the Stephen Foster CD in the trunk and play it for students. Have they ever heard any of these tunes before? How is it different from our contemporary music? How does it make them feel? Would they choose to listen to it on their own?

Classroom Activity # 2

By 1849, St. Louis was swelling with people. There were pioneers who were passing through and a large number of Irish and German immigrants who chose to make the city their home. Both groups arrived in the United States and St. Louis in the hopes of finding a better life for themselves and their families.

In small groups, have students use the Internet to investigate why the immigrants left their homeland and what their life was like in the United States. Then encourage students to research their own cultural heritage.



Did You Know? Following the Great Fire of 1849, an ordinance was set in place that ensured all future St. Louis buildings be constructed of brick, iron, and other non-flammable materials.



In spite of the fire and the epidemic, St. Louis continued to prosper. Besides the riverfront, the courthouse, where I worked, also saw a lot of activity. Each day hundreds of people passed through the building paying taxes, applying for licenses, applying for citizenship, and of course, taking part in the court system. As you can see from this picture, the courthouse was not much to look at on the outside. It was a combination of old and new construction, but the inside was very impressive. The grand rotunda, located in the very middle of the building, functioned as a public meeting place.



(Use this photo from the trunk.)

The first time I saw the Circuit Courtroom, where I served, I was impressed by its size and elegant furnishings. It was often referred to as the most beautiful room in the city. You youngsters today may not have found it to be so impressive. The size of the building made it hard to heat in the winter. I always wore a wool vest like this one to help stay warm. The air was always heavy and dark from all the coal they burned in the furnace. As you pass around the coal, you can see how its dust sticks to everything. In the summer the heat and humidity filled the rooms. We always had the windows open, but the outside noise and odors could be distracting. When I first became clerk, the building was lit by kerosene lamps. On cloudy days it was hard to see. Finally in 1853, gas lamps were installed, which made a big difference in our working conditions. But, the courthouse was still a grand place to work.



Did You Know?

Mark Twain received his pilot's license at the St. Louis Courthouse (Old Courthouse) in 1858. He only piloted five years and never had more than a second class license.

Classroom Activity #3

Sometimes things that happen in the past are hard to understand or even believe because we were not there when it was happening. Above Michael Cerre describes what it was like to work in the St. Louis Courthouse in 1850. Can you imagine what it was like to live or work somewhere where there was little heat in the winter and no air conditioning in the summer? Or what about doing your work by a lantern? Students may be surprised to find out how different it was to live even fifty years ago. Encourage students to use the questions below and any other interesting questions to interview a grandparent or other adult who is 50 or more years older. Have them bring their findings to class for a discussion.

- ♦ How did you get back and forth to school?
- ♦ What kinds of food did you eat?
- ♦ How many outfits did you have?
- ♦ What did you like to do for fun?
- ♦ What kind of work did your parents do?

I was privileged to hear many interesting cases in my almost five years as Circuit Court Clerk. None compared of course to the case of the slave couple, Dred and Harriett Scott. This picture of them appeared in *Leslie's Illustrated*, a national newspaper that talked about their story. It all began in 1846 when they filed suit for their freedom in the St. Louis courthouse. They believed they had a right to their freedom because for many years their owner, army surgeon John Emerson,



(Use this image from the trunk.)

had them live as his slaves in free territory. The Scotts' plea for freedom was not unusual. For almost 30 years slaves had been suing for their freedom in the St. Louis courts and winning. Most cases were filed for the same reason the Scotts filed. Others based their case on having once been free or that their mother was free. In any case, the slave submitted specific documents to the court, stating the reasons he was free and proving some form of abuse was being inflicted upon him or her while being held as a slave. Providing proof was especially difficult for slaves, because most of them had never had a chance at an education, and so they did not know how to read or write.



There were over 300 suits for freedom filed by or on behalf of enslaved blacks in the St. Louis Courts between 1814 and 1860. These records have remained in the custody of the St. Louis Circuit Court since that time. The records are now housed in the Circuit Court's Record Center. They have been preserved and are now available to researchers at the facility or go on line at www.stlcourtrecords.wustl.edu to learn more and browse through the suits.

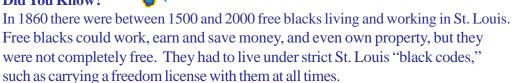
Dred Scott's life was not unlike that of other slaves. He was born in Virginia around 1799, and was the property of the Peter Blow family. Dred Scott moved to St. Louis with the Blows in 1830, but was soon sold due to his master's financial problems. He was purchased by Dr. John Emerson, a military surgeon stationed at Jefferson Barracks. Dred accompanied him to posts in Illinois and the Wisconsin Territory. In 1836, Dred Scott met and married Harriet Robinson, also a slave, at Fort Snelling. Fortunately Harriet's owner was kind enough to either sell her to Dr. Emerson or give her to Dred, so the newly wed slaves could be together, even when they left Fort Snelling. Two years later, during a brief stay at Fort Jesup in Louisiana, John Emerson met and married Irene Sanford, a young St. Louis woman who was visiting her sister at the fort. After several more transfers and a dismissal from the Army, the Emersons and the Scotts returned to St. Louis in 1842. Shortly after that move, Dr. Emerson's health began to fail. He died only one month after the birth of his daughter in December 1843. The Scotts then became the property of Irene Emerson.



After the death of her husband, Irene Emerson went to live with her wealthy father, Alexander Sanford. Not needing the service or responsibility of two extra slaves, Mrs. Emerson hired the Scotts out to work for others.

Hiring out slaves was common practice in St. Louis, and I imagine in most cities. In the city, it was more profitable for slave-holders, especially those with more than one slave, to hire their slaves out to an individual or a business that needed work done, and then pocket the slave's wages. The most common jobs held by slaves were dockworkers on the levee, miners in nearby salt and lead mines, handymen, janitors, porters, as well as maids, nannies, and laundresses. While it was an unsettling lifestyle for the slave, not always knowing for whom or where he'd be working, it did allow them more freedom to interact with all kinds of people, including white sympathizers and free blacks. This is how many slaves acquired accurate information about nearly any subject, including how to sue for one's freedom.

Did You Know?



Classroom Activity #4

As you have learned, slaves were hired out to do many different types of jobs. Listed below are some other nineteenth century jobs that slaves or anyone in the community may have had. In small groups, have students find out what each of these jobs entails. Then use the questions below to stimulate a class discussion.

hayward	wainwright	cooper
miller	carder	laundress
confectioner	roustabout	mason
sawyer	miliner	porter

- ♦ What were the skills needed to perform the job?
- ◆ Two of the jobs below were held by Dred and Harriett Scott. The two items pictured on the right would have been used in their job. Which jobs do you associate with Dred and Harriett and these items?.
- ♦ Does this job still exist today, but by another name?
- ♦ Why do you suppose this job no longer exists?
- ♦ Can you name any other jobs that have disappeared in your lifetime?
- ♦ Can you name any contemporary jobs that may not be around 100 years from now?







Did You Know?

Many free blacks became so wealthy they were known as the "Colored Aristocracy" of St. Louis. Like most slaves, Dred was illiterate. He would have had to have someone help him bring his case to court. I believe it was John Anderson, the Scott's minister who was influential in their decision to sue. More than likely it was his former owners the Blow Family, specifically Taylor Blow, his longtime friend, who backed him financially. The support of such friends helped the Scotts through what went on to be an eleven year ordeal.

I often wondered why the Scotts waited until 1846 to file for their freedom. Dred had lived in free territory off and on for almost ten years. Many thought he should have just runaway while he was up north, but I think he knew the consequences for him and his family if labeled a fugitive. Those of us around the courthouse speculated. He may have been dissatisfied with being hired out year after year, or he may have thought that Mrs. Emerson was planning to sell him away from his family. He was not a young, healthy man anymore. He may have wanted to make sure his family, especially his young daughter Eliza, was free before something happened to him. Some say he had offered to buy his own freedom and was refused. Suing in the courts was the safest and quite possibly his last chance for freedom.

Classroom Activity #5

In 1847 Missouri passed a law forbidding the education of African Americans. Have your students discuss the following questions.

- ♦ What were the Missouri lawmakers trying to accomplish by passing the 1847 law?
- ♦ Define education.
- ♦ If you could not read or write, brainstorm some of the things you would not be able to do.
- ♦ How would you feel if it were illegal for you to go to school?
- ♦ What risks would you take to get an education?

Classroom Activity #6

The Underground Railroad was a network of secret routes by which nineteenth century slaves attempted to escape to free territory or as far north as Canada with the help of whites, free blacks and other escaped slaves. It is estimated that at its height between 1810 and 1850, between 30,000 and 100,000 people escaped via the Underground Railroad. Because of its shrouded nature, communication along the trail was done in "code." Some used song to communicate details of the escape routes. Others used specially designed quilts hung out on the line to share information. Have students investigate one of these forms of communication on the Underground Railroad.



Did You Know?

Despite its being illegal, many people, both black and white undertook educating African American students in secret. These secret schools, knowns as Freedom Schools, were held in church basements and private homes.



The Scotts' first trial did not happen until June of 1847, during the term of my predecessor, Clerk John Ruland. All I know about that trial is the jury ruled against the Scotts, due to heresay testimony by one of the prosecutor's witnesses. The Scott's lawyers knew that if given the chance they could correct the problem. On July 1, 1847 the Scotts petitioned for a retrial. Now they had even more at stake. Their second daughter Lizzie was born in '47. Five months later Judge Hamilton granted them a second trial.

Seeing that the legal battle was far from over, Mrs. Emerson asked the court if the custody of the Scotts could be turned over to the sheriff. There was a precedent for this action in previous freedom cases, so Judge Hamilton agreed. Under the agreement the sheriff would be responsible for the Scotts and hire them out for wages until the case was settled. If settled in Mrs. Emerson's favor she would receive their accumulated earnings. The arrangements suited Mrs. Emerson, who was getting ready to move to Massachusetts to be near her sister and did not want the responsibility of the Scotts.

Well, as you know the courts move at their own pace. The Scotts' second case, for which I was the court clerk, did not happen until January 12, 1850. It took the jury only one day to decide that the Scotts deserved their freedom.

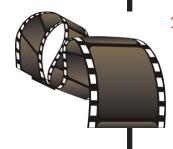


Did You Know?

No one has been able to determine for certain if Dred Scott was even allowed in the courtroom during his 1847 and 1850 trials.

Classroom Activity #6

How often do you flip through the television dial and find at least one or more shows that include a courtroom scene? People have a fascination with trials and court dramas. During the 1950s and 1960s, Hollywood produced a long list of movies that revolved around courtroom dramas. The three trial movies listed below are considered classics and should be relatively easy to locate. These films are known not only for their acting, but also for the timeless themes of social conflict which they address. Have students share their feelings about the movies and then compare them to the Dred Scott story.



Twelve Angry Men
Inherit the Wind
To Kill A Mockingbird

1957 starring Henry Fonda1960 starring Spencer Tracy1963 starring Gregory Peck

This time Mrs. Emerson and her team of lawyers were not ready to accept defeat. The Scotts were valuable property and as long as they were hired out, they were a source of income for Mrs. Emerson. Immediately she appealed her case to the Missouri Supreme Court. The court did not hear the case until almost two years later. On March 22, 1852, Judge William Scott announced the court's findings. The lower court's decision was reversed and Dred Scott and his family were returned to slavery. Why this sudden change in opinion? It's simple, but complicated. The judge said it himself, "times are not as they were when the previous decisions on the subject were made."

The question of slavery had been an issue between the northern and southern states, even during the writing of the Constitution. The Constitutional Convention decided that a state's population would determine how many representatives they could send to Congress. The South, which had a relatively small citizenry, thought that slaves should be counted as a part of their state's population. The North was more heavily populated, but had few slaves. Their delegates argued that slaves should not be counted at all. In the end both sides compromised. Three-fifths of the slaves in each state would be included in the population counts. It was the first in a series of compromises intended to "settle" the question of slavery.

Classroom Activity #7

Throughout the Constitutional Convention, the question of representation was complicated. The North-South division over how to count slaves was an extremely hot topic. On July 12, 1787, delegate Oliver Ellsworth of Connecticut proposed, that direct taxation be according to representation and that the representation of the lower house be based on the white inhabitants and three-fifths of the "other people." This acceptable proposal came to be known as the Great Compromise, because it saved the convention from a complete breakdown of negotiations.



Needless to say writing the Constitution was no easy task. Everyone there wanted what was best not only for the new country but also for their own state. Have the class try writing their own constitution or set of rules that everyone can live by. Count how many times a compromise must be reached. Be sure to make allowances for amending your constitution throughout the rest of the school year.



Did You Know?
The Constitutional
Convention
included fifty-five
delegates from
twelve of the
thirteen states and
lasted four
months.



The North and the South continued to have their differences. Each side worried that the other would get more votes in Congress and pass laws harmful to its interests. It was important to everyone to keep a balance of northern and southern votes in Congress.

The issue heated up again in 1819 when Missouri applied for statehood. Southerners expected Missouri to be admitted as a slave state since it had a relatively high number of slaves and slave owners. When brought before Congress, a New York Congressman and slavery opponent demanded that slavery not be allowed in Missouri. A heated debate continued for months. Finally Speaker of the House Henry Clay decided to act. He knew the battle between the North and the South had to end if the Union was to survive. Eventually he convinced both sides to agree to a solution. Under the Missouri Compromise, Missouri would enter as a slave state and Maine would enter as a free state; and with the exception of Missouri, slavery would no longer be allowed in any territories or states north of Missouri's southern border or the 36 degree 30' latitude.



Classroom Activity #8

The differences between the North and the South went beyond the slavery issue. The regions differed geographically, economically, and culturally. Divide your class into small groups. Assign each group to either the North or the South. Using the Internet, have each group explore their region and design a presentation for the rest of the class. Some examples of presentations may be a diorama, a play, a song, etc.

Classroom Activity #9

Prior to the 1790s cotton was not a profitable crop. It was hard to separate the long cotton fibers from the green seeds. It took 20 hours of hard work to produce just 2 pounds of cotton. Then, in 1793, a farmer's son, Eli Whitney, designed a "cotton gin". It was a machine with a wooden drum stuck with hooks. As it turned, the hooks pulled the cotton fibers through a mesh. The seeds would not fit through the mesh and fell outside. With this simple machine, a worker could clean fifty times more cotton than before. Whitney made cotton-growing a big business, as the climate of the southern states was well-suited for growing the plant.

What kind of jobs would you like to make easier? Brainstorm a list with your class. Have groups of students work together to design a machine that will make the job easier.

For the time being, the Missouri Compromise seemed to quiet the forces on either side of the slavery issue. The North prospered as its industries grew. The South profited as cotton became one of the most important crops in the nation. At the same time the West was the scene of the Mexican War, a war between the United States and Mexico over Texas.

The United States won that war. In the treaty with Mexico, the United States acquired the territories of California and New Mexico aiding in the country's quest for more land. Out of those territories were carved six states, California, New Mexico, Arizona, Nevada, Colorado, and Utah. This 1850 map will help you understand just how much land we are talking about. However, all of this new land proved to be a mixed blessing. Sure enough, in 1849 California applied for statehood as a free state and the North and the South had something to say. This time it was the Compromise of 1850 that appeased both sides.



(Use this image from the trunk.)

Classroom Activity #10

Time and time again we have seen how the issue of slavery divided Congress and the nation. Each time, instead of resolving the issue, a compromise was made that only served to cool the fire. The three compromises that we heard about so far are the *Great Compromise*, the *Missouri Compromise*, and the *Compromise of 1850*. In this activity students will explore the issues surrounding each compromise leading up to the 1857 Dred Scott decision.

This activity can be done individually or in groups. Copy the chart on page 25 in the Appendix and give each student a copy. Have students use the lines in the boxes to direct their investigation. The remaining boxes will be filled in as we continue the story. This exercise will help students understand the context of the Supreme Court Decision.





Did You Know? During the nineteenth century, large crowds of Americans gathered to hear hours of speeches by local and national political figures. It was even considered a form of entertainment.



By this time slavery was no longer just an issue for the legislators to discuss, it had become a topic for discussion all over the country. In 1851 an antislavery magazine, *The National Era*, began printing chapters of a book about slavery written by a staunch abolitionist named Harriet Beecher Stowe. The book was called *Uncle Tom's Cabin*. I included a copy so you could page through it. The story followed the tale of Uncle Tom, a long-suffering slave, his fellow slaves, and slave owners. The book gives graphic descriptions of the sufferings and cruelties experienced by slaves. The South discredited the book and claimed that it was grossly exaggerated. Nevertheless, thousands of people read the book and believed that Mrs. Stowe had painted a true picture of slavery. The book influenced many to join the antislavery movement.

Classroom Activity #11

Harriet Beecher Stowe had long been appalled by the institution of slavery. Her book, *Uncle Tom's Cabin*, published in 1852, humanized slavery by telling the story of individuals and families. The book brought the horrors of slavery to the attention of American society and thus contributed to the outbreak of the Civil War. Locate the quote on page 26 in the Appendix. Share it with the students. Use the following questions to stimulate a class discussion.



- What were the North's reasons for wanting to end slavery?
- What would happen to the South if and when slavery was abolished?
- How did the abolition of slavery add a new set of problems to the lives of African-Americans?



Frederick Douglas NPS Photo

Classroom Activity #12

Harriett Beecher Stowe is credited for bringing slavery to the attention of the American public in a very dramatic fashion. There were many other people, black and white, who spoke out publicly supporting the antislavery movement. Have students choose one of the names below, research that person, and be ready to do a presentation for the class.

John Berry Meachum Harriet Tubman William Wells Brown John Brown Wlliam Lloyd Garrison Frederick Douglas Elijah Lovejoy Sojourner Truth The Grimke Sisters James Milton Turner



Tensions continued to escalate. The next major eruption was over the Kansas and Nebraska Territories. As these areas became more populated, many feared that the question of free or slave would once again divide the country. In an effort to save the country from more turmoil, Illinois Senator Stephen Douglas introduced the Kansas-Nebraska Act. Under his proposal the people living in the two territories would be able to decide the slavery issue themselves. The problem was, this bill contradicted the old Missouri Compromise, which outlawed slavery above Missouri's southern border. When the Kansas-Nebraska Act was finally adopted in 1854, it led to regional violence. The chance of any further compromising was fading fast.

Classroom Activity #13

Stephen Douglas is probably best remembered for a series of seven debates he had in 1858 with his Republican senatorial challenger, Abraham Lincoln. The sole topic discussed was the issue of slavery in the unsettled territories. Douglas argued that his doctrine of popular sovereignty, which allowed the people of each territory to vote on the slavery issue was fair and the best way to preserve the union. Lincoln held firm that a country half free and half slave could not survive. Have teams of students choose sides, explore the issues, and prepare to debate.



Did You Know?

After the Civil War, groups of African Americans from the South fled west to Kansas to start their own towns and cities. They became known as "the Exodusters," because of their exodus to "the promised land." Nicodemus, Kansas is still a farming community with many of the descendents of early Exodusters remaining. It is a National Park Service Site. You may visit it at www.nps.gov/nico.



Nicodemus, Kansas NPS Photo



Did You Know?

"Bleeding Kansas" was a term given to the territory after the 1854 bill was adopted. It refers to the violence and bloodshed that took place between the two factions. It is also symbolic of the splitting apart or wound suffered by Kansas over the slavery issue.



Dred and Harriet's story is important because of what was happening in the country and that is the key to understanding the final chapter in this family's saga. In 1852, the Missouri Supreme Court reversed the earlier decision and returned the Scotts to slavery, but the story does not end here. During this time, Mrs. Emerson had met and married Calvin Chaffee and was now living in Massachusetts. Ironically, Mr. Chaffee was an abolitionist and Irene no longer wanted anything to do with her slaves. So she transferred ownership of the Scotts over to her brother, John Sanford. In 1854, the Scott Family entered a new case against their new owner, John Sanford, in the federal courts. The Scotts now had a new team of lawyers who hated slavery, including a prominent St. Louisan by the name of Roswell Field. As expected, the case was decided in favor of Sanford. The Scott's lawyers persevered. They knew there was one more chance, the Supreme Court of the United States.



Did You Know?

Roswell's son, Eugene Field, was a well-regarded children's poet. Eugene wrote such poems as *Little Boy Blue* and *Wynken*, *Blyken*, and Nod.

Classroom Activity #14

Roswell Field, the man responsible for arranging to have the Scotts' case heard before the U.S. Supreme Court, is not a familiar name in American History. Sources say that while he was alive, he was a respected and successful St. Louis attorney, but did not favor fame and recognition. If not for Roswell's efforts the 1857 Dred Scott Decision, which changed the course of American History, may never have happened.

In 1996, Kenneth Kaufman wrote *Dred Scott's Advocate*, *A Biography of Roswell M. Field*, the first and probably only book written about Field. How does one write a biography of someone who has nothing previously written about him? Where do you get your information? You go to a subject's "primary sources". Primary sources are original records created at the time historical events occurred. Primary sources may include letters, diaries, journals, newspapers, speeches, interviews, memoirs, photographs, even works of art. These sources serve as the raw material to interpret the past.



Photo courtesy of Library of Congress

Find the photo to the left in the trunk. Then go to page 26 in the Appendix and copy the text from a letter Esther Field (mother of Roswell) writes to a friend after recieving a report on her son. Have students interpret one or both of these primary sources. Using the questions below to guide them, ask them to write a paragraph about the significance of their source.

What is the subject of the photo? Are these people free or slave? How can you tell? What is happening in the photo? Why did the photographer take the picture?

Who is writing the letter?
What is the message they are sending?
What can we learn about Roswell Field from this letter?
How do you think Esther Roswell feels about her son?

Arguments for the Supreme Court Case, *Scott vs Sandford*, began in February of 1856. Roswell Field worked very hard in St. Louis preparing for the case, but left the strategy and the arguing to a seasoned Washington lawyer by the name of Montgomery Blair. This simple case of a man and a woman suing for their family's freedom had become part of the national scene.

On March 6, 1857, Chief Justice Roger Taney delivered the Dred Scott Decision. Seven out of the nine Justices, some with southern roots, agreed that Dred Scott should remain a slave. The court also ruled that because Scott was black, he was not a citizen of the United States and had no right to sue in court. They went on to declare that Scott had never been free because the Missouri Compromise, which prohibited slavery north of Missouri's southern boundary, was unconstitutional. According to the U.S. Constitution, Congress had no right to prohibit slavery in the new territories.

The court appeared to be giving their approval to the institution of slavery and saying that it could not be outlawed or restricted within the United States. The American public reacted very strongly to the Dred Scott Decision. Antislavery groups feared that slavery would spread unchecked. The new Republican Party, founded in 1854 with the hopes of prohibiting the spread of slavery, renewed their fight to gain control of Congress and the courts. Their well-planned political campaign of 1860, coupled with several issues that split the Democratic Party, led to the election of Abraham Lincoln as President of the United States and South Carolina's secession from the Union. Dred Scott's plea for freedom had moved the country closer to Civil War.

Classroom Activity #15

The 1857 Dred Scott Decision was national news. Newspapers all over the country featured the story as soon as it was available. Aside from the facts, many newspapers published editorials on the topic. Editorials are articles that express the opinion of a newspaper's writers and publishers or of its readers. Have students imagine they just learned of the Supreme Court's Decision and have them write an editorial expressing their opinion.



Classroom Activity #16

The United States has almost always had a two-party political system. Have students explore this topic and find out how the parties have evoloved and changed over the years.



What about the man Dred Scott and his wife Harriet and daughters Eliza and Lizzie? After the Supreme Court Decision, Mrs. Chaffee transferred the ownership of the Scotts to the Blow Family of St. Louis, Dred's original owners. The Blows, who had remained friends and supporters of the Scotts throughout the eleven year ordeal, were also the ones to give them their freedom in May of 1857. The Scotts continued to live in St. Louis. Dred took a job as a porter at the Barnum Hotel. Harriet took in laundry and ironing at their home. Dred enjoyed this quiet, simple life for only a short while. On September 17, 1858, he died of tuberculosis and was buried in St. Louis. He died a free man, but before he died he put into motion the beginnings of the end of slavery in the U.S.



Did You Know?

Today you can visit Dred Scott's grave at Calvary Cemetery, located in North St. Louis. Many other well-known St. Louisans are buried there. See page 27 in the Appendix for directions.



Classroom Activity #17

Walt Whitman, American poet, journalist and political activist, was born in 1819, just thirty years after George Washington was inaugurated as first president of the United States of America. Whitman was of the first generation to grow up in this new country secure in its new republican form of government. By the 1850s regional and political tensions seemed to be jeopardizing its republican doctrines. Walt Whitman, however, remained true to his laissez faire ideals. In his 1855 collection of poems, Leaves of Grass, he wrote of the power and spirit that exists in each of us to make this world a better place. It was an attitude in deep contrast to what was happening in many parts of the country. Have students read Whitman's most famous poem, "Song of Myself," or choose passages for them. Ask students to share their impressions of Whitman's words. Then ask students to list the qualities they like about

Classroom Activity #18

Nineteenth century trials were very primitive by today's standards. The tools, science, and investigative processes used to gather evidence by law enforcement officials, lawyers and detectives have come a long way. The way they report and the way we receive information about important trials has also changed. Have students use newspapers to learn about and follow current cases. Talk about how technology has changed the trial process.

themselves and classmates and celebrate the goodness among people.



PARKS: PAST, PRESENT, & FUTURE



Did You Know? On August 25, 1916, President Woodrow Wilson approved legislation creating the National Park Service to preserve and protect nature and the environment. When students are older, they can volunteer in national parks and help take care of these special places.

Use the Internet to explore these national parks and learn about the struggle for civil rights.

Roger Williams National Memorial

commemorates the life and the founder of Rhode Island, a colony where all could come to worship without interference from the state.

www.nps.gov/rowi

Mary McLeod Bethune Council **House National Historic Site**

Women's Rights

preserves the building and

interprets the history and

impact of the first Women's

Rights Convention in 1848 at

Historic Park

Seneca Falls, NY.

www.nps.gov/wori

National

celebrates the life of a woman who worked tirelessly to influence legislation affecting African Americans and women. www.nps.gov/mamc

Classroom Activity #19

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways they can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Career Search on page 20. In groups or individually, have your students complete the Careers Search looking for the job titles. (Answers on page 22.)

> To learn more about the importance of national parks, view Conviction of the Heart and The Challenge of Yellowstone video found in the trunk.

Brown v. Board of Education National Historic Site tells the story of a group of ordinary people that put an end to legal segregation in public schools and changed history. www.nps.gov/brvb.

Careers in National Parks: Classroom Activity #20

The future of American's National Parks lies with the young people of today. As future voters, they will have a voice in their government. As future members of the work force, they may find themselves drawn to the opportunities and challenges of a National Park Service Career.

Use the questions below to stimulate a class discussion on careers. Use the National Park maps, found in the trunk, to match the more specific jobs with individual parks or with the appropriate region(s) of the country.

- ♦ How would you describe this job?
- ♦ What skills and/or training are needed to do this job?
- ♦ Why would a job like this be necessary in a National Park?

Decision Making:

What is the one job that you would enjoy doing the most? How does what vou are learning in school help prepare you for this job? What character traits would help you in these jobs?

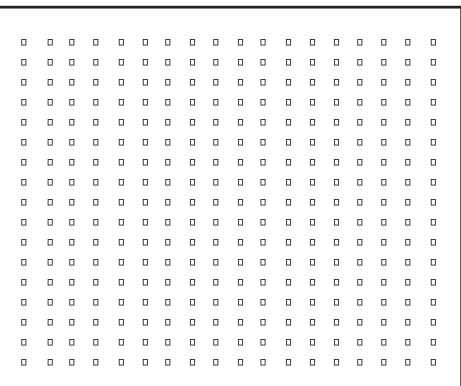
anthropologist archaeologist artist bicycle patrol carpenter

firefighter geographer librarian mechanic paramedic

pilot police secretary scuba diver







As we have seen in the Dred and Harriet Scott story, courage is the spirit which allows us to face fear, criticism, or failure. At one time or another we have all given in to fear or accepted failure. Other times we have chosen to wear our badge of courage and stand up to adversity. Use the questions and activities below to explore the spirit of courage with your students.

Have each student write their own anonymous definition of courage. Post them around the room or use them as inspirational messages on weekly calendars and newsletters.

* * *

Discuss with students how the following historical figures exhibited courage?

Dred and Harriet Scott

The Blow Family

Roswell Field

Irene Emerson

* * *

Brainstorm with your class names of people, famous or not, that they have seen exhibit courage in the face of adversity.

* *

"You must do the thing you think you cannot do."

Eleanor Roosevelt

Have students consider this quote by First Lady Eleanor Roosevelt. Then ask students to write about a time in their life when they found the courage to do something they didn't think they could do.

* * *

"History, despite its wrenching pain, cannot be unlived, but if faced with courage need not be lived again."

Maya Angelou

Discuss the meaning of this quote by Maya Angelou with your class.



ADDITIONAL RESOURCES



Now that your students have learned about the significance of the Dred and Harriet Scott Case, use the following resources to learn more about St. Louis history, Westward Expansion, and national parks.

INTERNET

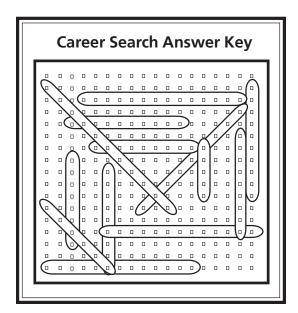
Jefferson National Expansion Memorial http://www.nps.gov/jeff

National Park Service http://www.nps.gov

VIDEOTAPES

These VHS tapes and/or DVDs are loaned at no charge by calling our reservationist at (314) 655-1700.

- Exploring the Gateway Arch & Discovering the Old Courthouse (grades K-4)
- NEW Monumental Reflections (grades 5-12) (DVD available)
- *Monument to the Dream* (grades 3-12) (DVD available)
- A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- *Touring the Gateway Arch* (grades 5-12)
- *Gateway to the West* (grades 4-12)
- Lewis and Clark: Great Journey West (grades K-12) (DVD available)
- The Oregon Trail/Pony Express (grades 3-12
- NEW Fort Donelson: A Place for Heroes (grades 5-12) (DVD available)
- The Louisiana Purchase Story with available Teacher's Guide (grades 6-12)
- Lost But Found Safe and Sound (grades K-3)



(Copy)



READING LIST



Grades K-3

Hamilton, Virginia. <u>The People Could Fly: American Black Folktales</u>. New York: Alfred A. Knopf, 1985.

Hopkinson, Deborah. Sweet Clara and the Freedom Quilt. New York: Afred A. Knopf, Inc., 1993.

Kantor, Susan. <u>One Hundred and One African-American Read-Aloud Stories</u>. New York, NY: Black Dog & Leventhal Publishers, Inc., 1998.

Little, J. Lessie. Children of Long Ago. New York: Philomel Books, 1988.

Grades 4-6

Ackerly, Sally Mahe and Linda Rieckes. <u>Courts and Trials</u>. St. Paul, MN: West Publishing Company, 1980.

Cobblestone Magazine. "Exodusters and Other Black Pioneers."

Peterborough, New Hampshire: Cobblestone Publishing, February 1999.

Cobblestone Magazine. "Buffalo Soldiers."

Peterborough, New Hampshire: Cobblestone Publishing, January 1995.

 $\underline{Cobblestone\ Magazine}.\ ``Black\ History\ Month:\ The\ Struggle\ for\ Rights."$

Peterborough, New Hampshire: Cobblestone Publishing, February 1983.

McGowen, Tom. <u>African-Americans in the Old West</u>. New York: Children's Press, 1998.

Myers D. Walter. <u>One More River to Cross: An African American Photograph Album</u>. New York: Harcourt Brace & Company, 1995.

Schlissel, Lillian. <u>Black Frontiers: A History of African American Heroes in</u> <u>the Old West</u>. New York, NY: Simon & Schuster Books for Young Readers, 1995.

Swain, Gweneyth. <u>Dred and Harriet Scott: A Family's Struggle for Freedom</u>. St. Paul, MN: Minnesota Historical Society Press, 2004.



Grades 7-12

Cobblestone Magazine. "Exodusters and Other Black Pioneers."

Peterborough, New Hampshire: Cobblestone Publishing, February 1999.

Cobblestone Magazine. "Buffalo Soldiers."

Peterborough, New Hampshire: Cobblestone Publishing, January 1995.

Cobblestone Magazine. "Black History Month: The Struggle for Rights."

Peterborough, New Hampshire: Cobblestone Publishing, February 1983.

Hurmence, Belinda. We Lived in a Little Cabin in the Yard. Winston-Salem, NC: John F. Blair, Publisher, 1998.

Katz, L. William. Black Indians-A Hidden Heritage. New York, NY:

Atheneum Books for Young Readers, 1986.

Katz, L. William. <u>Black Women of the Old West</u>. New York, NY:

Atheneum Books for Young Readers, 1995.

Lester Julius. To be a Slave. New York: Scholastic Inc., 1968.

McKissack, Patricia & Fredrick. <u>A Long Hard Journey: The Story of the Pullman Porter</u>. New York: Walker & Company, 1989.

Preston, Katherine. Scott Joplin. Chelsea House Publishers, 1988.

Schlissel, Lillian. <u>Black Frontiers: A History of African American Heroes in the Old West</u>. New York, NY: Simon & Schuster Books for Young Readers, 1995.

Adult Readers

Ehrlich, Walter. <u>They Have No Rights: Dred Scott's Struggle for Freedom.</u> Westport, CT: Greenwood Pres, 1979.

Fehrenbacher, Don E. <u>The Dred Scott Case</u>. New York: Oxford University Press, 1978.

Fehrenbacher, Don E. <u>Slavery, Law, & Politics: The Dred Scott Case in Historical Perspective</u>. New York: Oxford University Press, 1981.

Jefferson National Parks Association. <u>The Old Courthouse</u>, <u>Jefferson National</u> <u>Expansion Memorial</u>. St. Louis, MO: Jefferson National Parks Association, 2004.

Kaufman, Kenneth C. <u>Dred Scott's Advocate: A Biography of Roswell M. Field</u>. Columbia, MO: University of Missouri Press, 1996

Note: Many of these books are available through Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962.



$Classroom\,Activity\,\#10\text{ - }Compromise$

	The North 's Argument	The South's Argument	Who proposed the compromise and why?	In your opinion, which side came out ahead?
The Great Compromise				
The Missouri Compromise				
The Compromise of 1850				



Classroom Activity #11 - Excerpt from Uncle Tom's Cabin

About a month after this, one morning, all the servants of the Shelby estate were convened together in the great hall that ran through the house, to hear a few words from their young master.

To the surprise of all, he appeared among them with a bundle of papers in his hand, containing a certificate of freedom to every one on the place, which he read successively, and presented, amid the sobs and tears and shouts of all present.

Many, however, pressed around him, earnestly begging him not to send them away; and, with anxious faces, tendering back their free papers.

"We don't want to be no freer than we are. We's allers had all we wanted. We don't want to leave de ole place, and Mas'r and Missis, and de rest!"

"My good friends," said George, as soon as he could get a silence, "there'll be no need for you to leave me. The place wants as many hands to work it as it did before. We need the same about the house that we did before. But, you are now free men and free women. I shall pay you wages for your work, such as we shall agree on. The advantage is, that in case of my getting in debt, or dying,--things that might happen,--yo cannot now be taken up and sold. I expect to carry on the estate, and to teach you what, perhaps, it will take yo some time to learn,--how to use the rights I give you as free men and women. I expect you to be good, and willing to learn; and I trust in God that I shall be faithful, and willing to teach. And now, my friend, look up, and thank God for the blessing of freedom."

Classroom Activity #14 - Undated letter of Esther Field to Mereb Ann Kellogg, Kellogg Collection, Vermont Historical Society

[Mr Dyer]...is quite familiar with Roswell, spends his time in Roswell's office when in St. Louis, speaks much of his praise, says his health is good and his business prospects are flattering. He thinks him the best lawyer in St. Louis and says the junior membersof the bar are more in the habit of applying to Roswell for aid in his office where he is surrounded by friends who express the greatest admiration for his talents.

copy and cut

Directions to Calvary Cemetery

Calvary Cemetery, (314-381-1313) which dates from 1852 is one of St. Louis' largest cemeteries. In addition to Dred Scott's grave, many other noteworthy St. Louisans are laid to rest there including Civil War General William Tecumseh Sherman; playwright Tennessee Williams; and author and feminist, Kate Chopin. The cemetery also contains many architecturally significant tombs and memorials

From downtow St. Louis take I-70 West toward Kansas City. Exit at W. Florissant Ave, exit 245B. Drive 0.9 mile to the entrance to the cemetery.

Bellefontaine Cemetery, (314-381-0757) another cemetery where many famous St. Louisans are buried, is adjacent to Calvary. It includes the graves of explorer William Clark; bridge-builder James Eads; and poet Sara Teasdale.

The gates of both cemeteries are opened M-F 8:30 am-4:30 p.m. and on weekends 8:30 am-12:30 pm 365 days a year. Detailed maps of the grounds are available at the cemetery offices. We suggest calling to find out when the offices are staffed.

Post-Trunk Activities

- 1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
- 2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!